DOCUMENT RESUME

ED 124 129 IR 003 517

AUTHOR Trithart, David
TITLE Library Resources in Education: An Introductory Module for Students and Teachers.
INSTITUTION State Univ. of New York, Potsdam. Coll. at Potsdam.
PUB DATE [76]
NOTE 32p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Autoinstructional Aids; College Faculty; College Students; Curriculum Study Centers; Educational Resources; Higher Education; Independent Study; *Library Instruction; *Library Skills; Resource Units; *Teacher Education; Units of Study (Subject Fields); University Libraries

ABSTRACT

A self-instruction module on basic library skills for students in education is presented for use in the F.W. Crumb Library of the State University of New York at Potsdam. Following statements of objectives and an introductory overview of the module, maps and instructions for a walking tour of the library are provided. Instructional activities include class or individual meetings with librarians, practice in finding bibliographies and identifying types of material from bibliographic citations, and diagnostic self-instructional exercises. Topics covered include reference sources, the card catalog, periodical literature and indexes, Educational Resources Information Center (ERIC), and the curriculum materials center. Suggestions are given for further reading on the search process. A final self-test of basic library skills terminates the module. (LS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

IR

ED124129

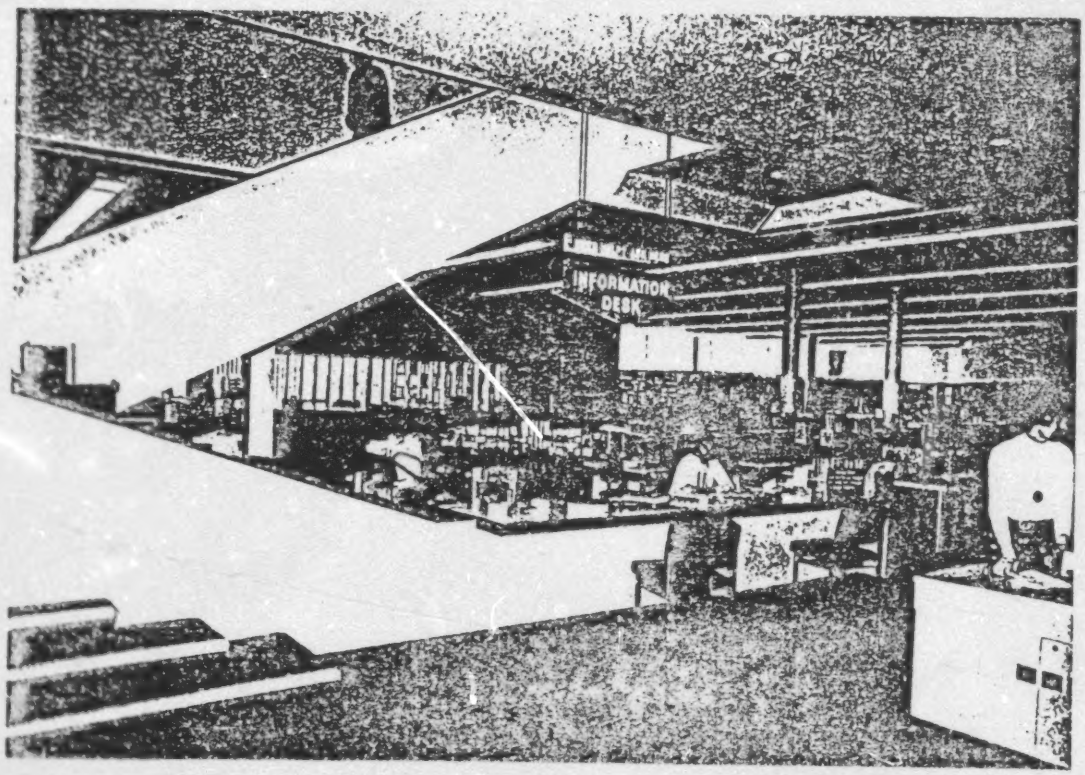
LIBRARY RESOURCES IN EDUCATION

An introductory module for students
and teachers

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

David Trithart
Assistant Librarian - State University of New York at Potsdam
F.W. Crumb Memorial Library



INFORMATION DESK

IR003 517

Library resources in education - an introductory module for students and teachers

1. Statement of purpose
2. Objectives: The basic skills of a competent library researcher
3. Introduction to the organization of information in the field of education
4. A walking tour of the F.W. Crumb Library
5. Instructional activities.
   a) Class or individual meetings with librarians
   b) Diagnostic self-instructional exercises for:
      1. using the reference sources
      2. searching in the card catalog
      3. searching the periodical literature
      4. searching the ERIC collection
      5. using the Curriculum Materials Center
   c) Finding bibliographies
   d) How to identify the type of material from the bibliographic citation
6. Suggestions for further readings on the search process in education
7. Test of ability to search a question effectively through the collections of information resources in education

INSTRUCTIONS:

Read through sections 1,2, and 3, which introduce you to the library resources in education and the objectives of the module. Sections 4 and 5 are activities to acquaint you with the library and develop those skills you don't already have that will be needed to complete the module test (Sec. 7). These activities are fairly self-explanatory, but you may obtain further explanation and help at the Information Desk in the Library. Successful response to all questions on the test satisfies completion of the module.

Acknowledgements: I wish to thank Jeanne Dittmar for the use in this module of the walking tour, and for her helpful comments, as well as those from Chris Gulick, John Dodds and others.

F.W. Crumb Library
SUC Potsdam

Library Resources in Education: an introductory module for students and teachers

Statement of purpose:

This module of information and activities is designed for persons who will be engaged in using library resources in the field of education. By reading and working through the parts of this module you will become acquainted with the library resources and how to use them. Exercises using various library tools will develop your search skills, and identify the weaknesses in your library search techniques and improve your ability to find materials efficiently. Completion of this module will involve actual library searching. The exercises are meant to be self instructional, but questions will certainly arise. The fact that nearly every library has an information desk (or reference desk) means that help should always be at hand.

It is expected that you will turn to the information desk for help with the exercises and for clarification of the explanations in this module. The last section of this module is a test which will show how well you are able to use library resources on a particular education topic of your choosing. Your performance on this "test" will be evaluated in order to identify any remaining uncertainty or confusion on your part. Since people beginning this module will have very different initial abilities in library use you will move through the activities at your own pace. Estimated time for completion of the entire module, 2-4 hours. The skills you will have acquired in this module are basic competencies. Practice will improve them. You will also become aware of further sources of information and other methods of searching. Most of all, we hope you will become more comfortable and more confident in the use of library resources.

Objectives: The basic skills of a competent library researcher.

General Objective:

After completing this module you should be aware of the library resources in education and be able to make efficient and effective use of them in the identification and procurement of material to meet an information need. Each objective is keyed to the section in this module designed to develop that particular skill.

Terminal objectives:

1. You will know where to find these important parts of the library system: circulation desk, information desk, reserve desk, card catalog, circulating books, reference books, current periodical room, periodical indexes, periodical holdings lists, index to ERIC collection, ERIC microfiche cabinets, microform readers, Curriculum Materials Center. (Sec. 4)
2. You will identify the most appropriate subject headings used in the card catalog for searching a topic of your choice. (Sec. 5b.2)
3. You will identify the following pieces of information found on the card catalog for a book: author, title, call number, publisher, date of publication, number of pages, whether it contains bibliographical references, and the subject headings that have been assigned to it. (Sec. 5b.2)
4. You will identify a guide to library resources of your topic that will help you locate major reference tools. (Sec. 5b.1)
5. You will identify reference books that provide summary coverage of information in education - examples may be encyclopedias, handbooks, dictionaries, annotated bibliographies, guides,etc. (Sec. 5b.1)
6. You will identify the indexing or abstracting service most appropriate for searching the journal literature of a topic. (Sec. 5b.3)
7. You will find a journal article on your topic in the library's periodical collection. (Sec. 5b.3)
8. You will find a recent bibliography (within the last 10 years) for your topic.(Sec.5c)

9. You will conduct a search of the ERIC collecton to find three documents on your topic that are available in the library. (Sec. 5b.4)

10. You will become familiar enough with bibliographic citation form to correctly identify the types of documents being cited in a bibliography - and how to search for them in the library. (Sec. 5d)

Introduction to the organization of information in the field of education

Teachers (and education students) have many different kinds of resource needs. They may want to examine recent research on a theory of learning to see how it would affect their philosophy of education. They may want a summary of what research has revealed about the teaching of reading to disadvantaged children. Or they may want suggestions for developing a lesson plan, or a list of resources to help teach a certain topic. A teacher with any of these needs may decide to come to the library. Finding good answers to these very different kinds of needs will incolve different searching methods. A teacher wanting to use library resources has to know at least a little about how information on educational problems is found in a library.

Libraries are designed for people who know how to use them. If you don't, you may have very limited or perhaps no success at using one. This isn't very surprising, most complex systems (eg. automobiles, computers) are this way. Yet many people resist the idea that libraries have progressed beyond the point where a few simple skills would suffice to reveal all library resources. More information and the need to search this information more efficiently have made necessary more sophisticated library searching tools. These new searching tools and methods are often harder to learn to use but they usually mean you can search through more information more quickly. In short, familiarity with the card catalog and a few well-known reference books is only a start (and perhaps a poor one) toward getting the kinds of information you really need.

Part of the difficulty in finding information is that there are five separate collections of materials in most education libraries. Each tends to contain a particular type of information but the overlap and interrelation is such that often you will want to search more than one. These five main collections are:

1. The Reference collection: consists mostly of bibliographies, indexes, encyclopedias, handbooks, data-books, etc. There are hundreds of reference books dealing with

aspects of education. They are often good places to start a search since they may save you time by a) helping you focus your interest, b) directing you toward the important materials on your subject, or c) providing the answer to specific questions you have.

2. Books, reports, and other cataloged documents are often survey treatments of issues in education. While books don't usually represent the forefront of inquiry in a field, they may be a good place to find a lot of research and ideas on your topic brought together in one place.
3. Journal literature. This is presently the fastest print method of communication in most disciplines. There are journals for many different uses. Some report current research. Others survey developments in a more general manner. Others present mainly practical suggestions for classroom activities. There is a journal for almost every type of significant problem, and new journals appear constantly. There are, conservatively, 700-800 U.S. journals related to educational problems.
4. ERIC (the Educational Resources Information Center) indexes and distributes a large collection of documents on educational problems and issues. Numbering over 110,000 documents now, it has become one of the most important resources for education. You will find here research reports, conference proceedings, curriculum guides, position papers, etc.
5. The Curriculum Materials Center contains a collection of teaching materials used in elementary and secondary schools and curriculum guides used by teachers in planning to teach these grades.

Each of these collections could be used separately, but any search will inevitably lead you from one into the others. There are certain methods or "strategies" of searching that are recommended. These methods generally lead to the most important materials in the least time. The first step in any search is the process of defining your needs - of putting in the form of questions what you would like to know. These questions usually imply or hint at a direction to proceed in your search. Generally you will either have a problem that can be answered quickly by locating a particular piece of information

(using directories, lists, statistics, or other such reference and fact books), or more likely you will have a problem that requires at least some searching of the literature.

Developing a list of key words that describe your topic is the next step in literature searching. It is unfortunate (but inevitable) that there is no consistancy in terminology between the collections in the library. You will have to be flexible in your choice of key words. Materials on "interest centers" may appear under that term in one place, but may be subsumed under "individualized instruction" or even "Education-experimental methods" in another. Make a list of the words most specifically identifying your topic. For example, if you were interested in methods for teaching mentally handicapped children you would produce a list of key words like "Mentally handicapped--Education", "Mental retardation", "Educable mentally handicapped","Retarded children", "Handicapped children--Education". Some of these terms would be useful when looking in one collection and others in another. In the course of your search you will probably find still other useful terms.

At this point you are ready to begin looking for material. There is likely to be useful information in each of the five main collections described above. The best one to check first is often the reference section. Finding a good reference book may lead you very quickly to key works in the other sections. To find reference books, use the card catalog or any of the guides to reference books in education. Important guides include: White. Sources of Information in the Social Sciences Ref Z7161.W49; Manheim. Sources in Education Research Ref Z5811.M25; Berry. Bibliographic guide to educational research Ref Z5811.B3?;Files. A Guide to educational research, 1975-76 Ref LB1028.F54 1975; or any of the numerous guides prepared by the library and located in loose-leaf notebooks near the card catalog and at the Information Desk.

These guides explain the important literature searching methods and tools and also note particularly important works. If your topic is one that has received substantial attention in the past, it will probably be possible to find coverage in a reference source--either a summary of current thought, a bibliography of works on the topic, or both. If

you can find information like this you are off to the best possible start. The issues will be clarified and directions to continue your inquiry will appear. Many of these reference books deal with particular aspects of education. Those of general importance to education include: The Encyclopedia of Education (Ref LB15.B56 1970) - a ten volume work on important educational topics. Two others, the Encyclopedia of Educational Research, (Ref LB15.E48 1969) and the Second Handbook of Research on Teaching (Ref LB1028.S39 1973) summarize recent research on many educational problems and include extensive lists of references.

Bibliographies are among the most useful of the reference books. They can be found by searching the card catalog by subject with the subdivision "Bibliography"-as in "Health education--Bibliography". The same guides mentioned above will also often list important bibliographies. There is also a service called Bibliographic Index (table 8 in the reference area), which lists bibliographies that have appeared as parts of books or articles.

A problem that is very new, or has received little attention will likely not be covered in the books in the reference collection. Your task will then be to enter the other four collections directly. Skill in using the searching tools in these collections will be acquired gradually, with practice. Librarians are available to help you, especially in your initial, confusing attempts. Some words of advice about each may be helpful.

Books, reference books, reports, government documents, publications of associations, and other nonperiodical publications are located by searching the card catalog by author, title or subject. Subject searching, the most difficult, is facilitated by using Library of Congress Subject Headings - the two large red books located near the card catalog. Become familiar with the way in which subjects are subdivided (eg. "Gifted children--Education--Bibliography"). Any or all of these factors may be used as subdivisions: Subject aspect, format, place, and time period. All parts of the catalog card are useful-especially "contents notes" and subject headings. For more information about using the card catalog, see Library Leaflet #1, or ask at the Information Desk. Learning to use the card catalog is a difficult task.

Indexing and abstracting services to periodical literature constitute nearly one half of the reference collection of the library. These tools will enable you to find articles on a given topic that may have appeared in any of hundreds of journals. The most important indexes for education are: Education Index--covering some 250 of the most well-known journals and Current Index to Journals in Education--which covers about 700 journals that relate wholly or in part to education. More specialized in their coverage are services such as Child Development Abstracts and Bibliography, Sociology of Education Abstracts, and Mental Retardation Abstracts. Others that cover journals in areas closely related to education include Psychological Abstracts, Sociological Abstracts, Public Affairs Information Service (PAIS), and Social Sciences and Humanities Index. There is at least one indexing or abstracting service covering the journal literature in every major discipline. Indexes and abstracts, while performing very similar functions, differ in one important respect. Abstracts perform the additional service of providing brief summaries of the articles. No library will subscribe to all the journals covered in these volumes. You will need to check the list of periodical holdings of the library to find out which are available in the library and where they will be found. Requests for articles from journals that the library does not have can be filed through the interlibrary loan network. (Ask at the Information Desk for more information about this service.)

The fourth important resource collection, (after reference materials, books and periodicals), is the ERIC system. The Educational Resources Information Center has been collecting and disseminating documents on educational issues and topics since about 1964. This library maintains a complete file of the ERIC documents on microfiche cards. Searching for ERIC documents is done through its index Resources in Education. (Formerly Research in Education.) The subject terms used in RIE are listed in the Thesaurus of ERIC Descriptors, which should be consulted when beginning a search. It is also possible to search the ERIC collection by author or by institution. (e.g. "Northwest Regional Education Lab") Abstracts of all documents in this collection are found in the volumes accompanying the annual indexes to RIE. Reading the abstracts will help you determine

whether you want to read the entire document. Documents in the ERIC collection will include research reports, position papers, bibliographies, research reviews, curriculum guides, and other timely papers. The microfiche is easily read on readers located near the collection. Paper reproductions of these documents can be made through requests submitted to the Information Desk. For further information on ERIC - ask at the Information Desk - or see Library Leaflet # 4, "ERIC Reference Tools".

The final collection of interest to teachers and students is the Curriculum Materials Center. Here you will find instructional materials used in elementary and secondary school teaching. There are materials designed for actual classroom use as well as guides for teachers planning classes. The teaching materials collection includes texts, workbooks, games, and other instructional materials. It also often includes teachers manuals and statements about the objectives and theory behind the materials. A collection of curriculum guides is also located in this Center. These are outlines or suggestions for developing a course or lesson on a topic. Each of these two collections has its own card catalog located in the Curriculum Materials Center.

In summary, the recommended steps for finding library resources in education are these:

1. Define the problems for which you need information resources.
2. Make a list of key words to identify these problems.
3. Find a guide to information (or reference) sources that covers your subject area.
4. Look for specialized reference books, such as encyclopedias, handbooks, indexing and abstracting services, etc.
5. See if a bibliography has been prepared on your topic, and if so use it to locate materials in the library.
6. Search by subject in each of the four other resource collections:

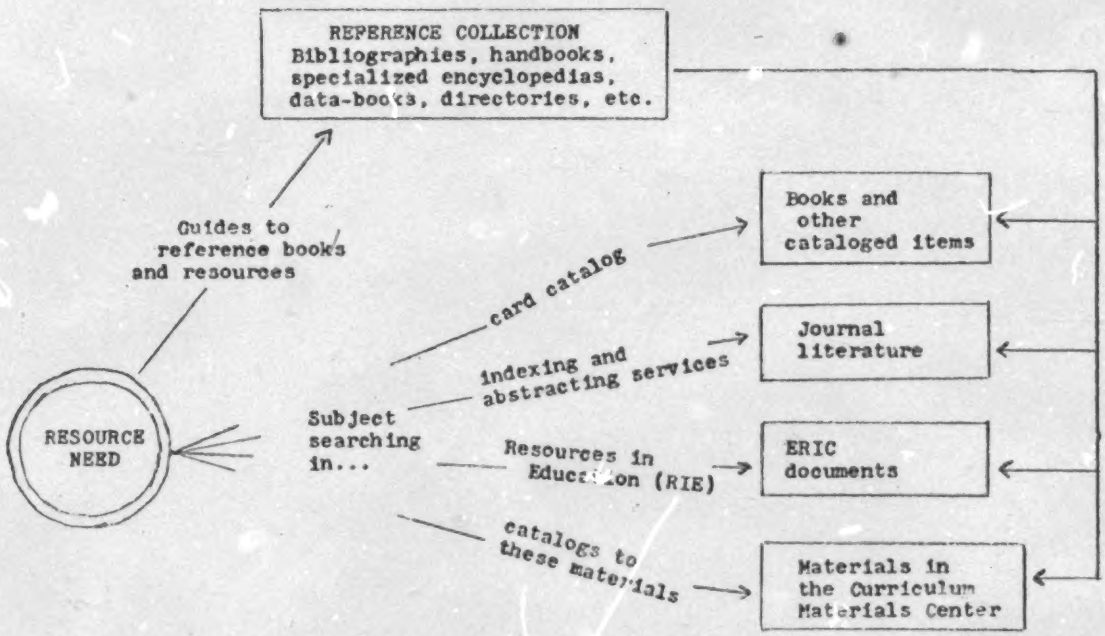
   books, reports etc. - card catalog
   journal articles - indexing and abstracting services
   ERIC microfiche documents - RIE
   teaching materials - Curriculum Materials Center

The resources in education that can be found in the library are quite extensive. The skills involved in finding these resources are an important acquisition of every educator. Librarians are trained in using these tools and methods as well as in teaching

others to learn their use. Instruction is provided through group sessions and individual assistance. You can arrange to have individualized instruction in the process of informatic searching in education by asking at the Information Desk.

Subsequent parts of this module will introduce you to the F.W. Crumb Library and guide you through a brief search in each of the five major collections of educational resources. Ask at the Information Desk whenever problems or questions arise.

Searching for Library Resources in Education



An Invitation to a Walking Tour

LOBBY, EXHIBIT AREA, DIRECTORY

Since you have picked up this booklet, you are probably interested in what the Crumb Library can do for you. The itinerary for your walking tour will lead you to the major public service areas of the library. Information and printed materials on many other aspects of the library can be obtained by asking at the Information Desk. The floor plans of the library are reproduced at the end of this booklet (your itinerary is marked by arrows and dotted lines). If you are standing with your back to the wall exhibit cases, the Card Catalog is through the turnstile and to your right.

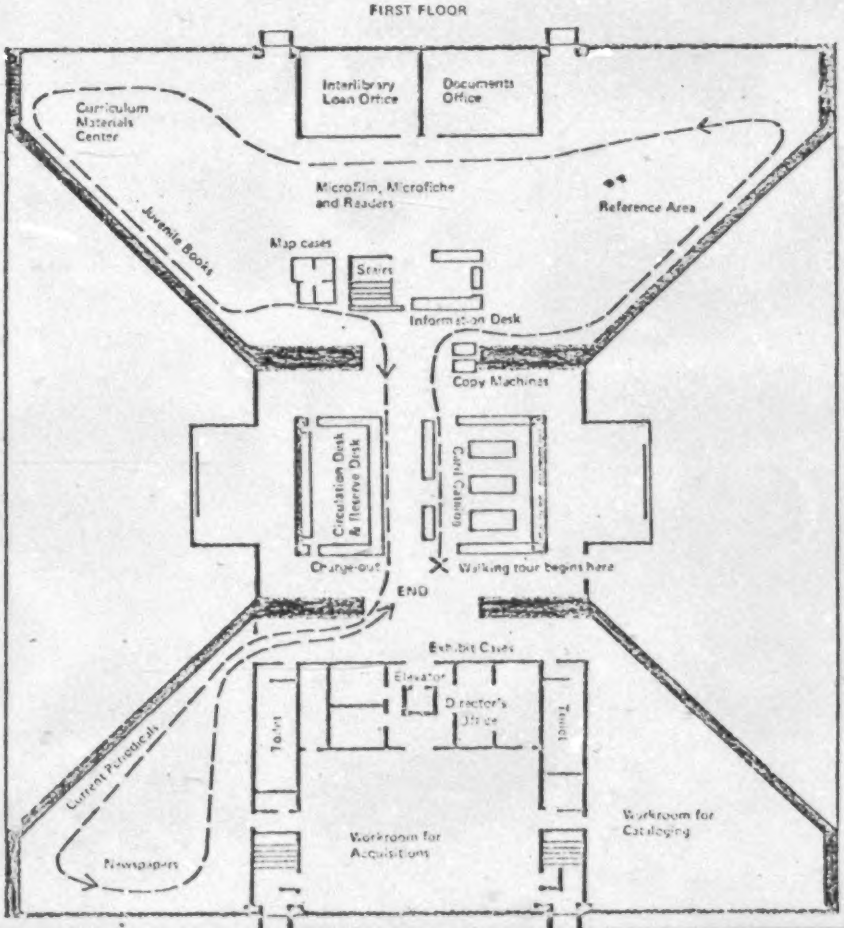
CARD CATALOG

The Card Catalog contains cards filed in one alphabet by the authors, subjects and titles of the books, records and microforms owned by the college library. The CALL NUMBER (combination of letters and numbers) used to locate an item appears on the upper left corner of the catalog card. To locate a book, copy the complete call number. If the call number is headed by "Ref" the book will be in the Reference Area; call numbers headed by "Juv" are in the Curriculum Area; and call numbers with CRANE are in the Crane Library (in the Julia E. Crane Music Center). Most other books are shelved upstairs. "Microfilm," "Microcard" and "Microfiche" are in file drawers behind the Information Desk. If you are standing facing the Information Desk, the Reference Area will be on your right, the Juvenile books on your left.

INFORMATION DESK

The Information Desk is staffed by librarians who can explain library services and assist you in using library materials. Ask also at the Information Desk for materials you can't locate, for forms to initiate an interlibrary loan request, for help with the copying machines, etc .....

Copies of the PERIODICALS LIST–SUCP are located on the Information Desk. The Periodicals List is arranged alphabetically by the titles of the periodicals (magazines, journals, newspapers) owned by the library. Instructions for using the list are on its cover. For assistance ask a librarian.



REFERENCE AREA

Still facing the Information Desk, look to your right. The numbered tables contain indexes to articles contained in periodicals. Ask a librarian to help you choose the appropriate indexes to use in finding the information you need. Browse through the Reference Area to get an idea of the various bibliographies, indexes, abstracting services, directories, encyclopedias, atlases and other reference books that can provide quick information or aid in research.

DOCUMENTS COLLECTION

Circle through the Reference Area so you end up behind the Information Desk and in front of Room 128, Documents. Librarians at the Information Desk and the Documents Librarian can help you locate the valuable information found in the wide variety of United States, New York State, Canadian and United Nations publications. Please note that most of the government publications in the Crumb Library are listed in the Card Catalog and are shelved by call number. Only the most recent documents are kept in the Documents Office.

MICROFORM COLLECTION AND READERS

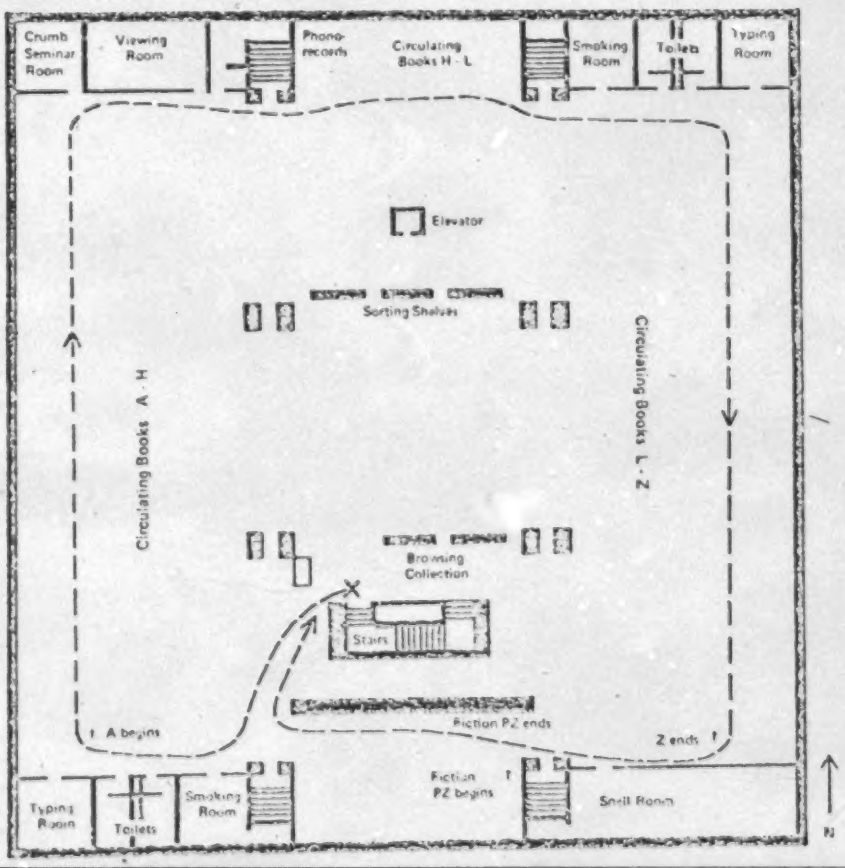
Between the Documents Room and the Information Desk are rows of black cabinets. These cabinets contain microfilm, microfiche and microcards. The periodicals on microfilm can be identified by using the Periodicals List at the Information Desk. For information on other materials in the microform collection ask at the Information Desk.

Beyond the black cabinets are the microform readers. Instructions for use are posted near each machine. If you have any problems, ask at the Information Desk. Copies from microfilm or microfiche may be requested at the Information Desk.

CURRICULUM MATERIALS CENTER

Beyond the microform readers is a study and stack area designated as the Curriculum Materials Center. The Center contains a collection of instructional materials for elementary and secondary school teaching--textbooks, curriculum guides, standardized tests, filmstrips, juvenile books. If you can't find what you are looking for by using the separate Curriculum Materials Center card catalogs, ask the Curriculum Librarian (desk near the windows) or librarians at the Information Desk.

SECOND FLOOR



MAP CASES, LIGHT TABLES

On your way out of the Curriculum Materials Center, notice the large gray cases located beside the stairwell. Consult a librarian for assistance in using this extensive map collection.

SECOND FLOOR - CIRCULATING BOOK COLLECTION

Walk upstairs. Stop at the top of the stairs. The call number sequence begins with A on your left and continues around the floor so that Z call numbers are on your right. Note, however, that all books with call numbers beginning with PZ (fiction) are shelved on the walls and low shelves which form a rectangular reading area directly behind the stairwell.

FOR YOUR USE

See the floor plans for the location of smoking rooms, toilets, graduate and undergraduate typing rooms, small seminar room, viewing room. Reserve these rooms for your use at the Information Desk.

CIRCULATION AND RESERVE DESK

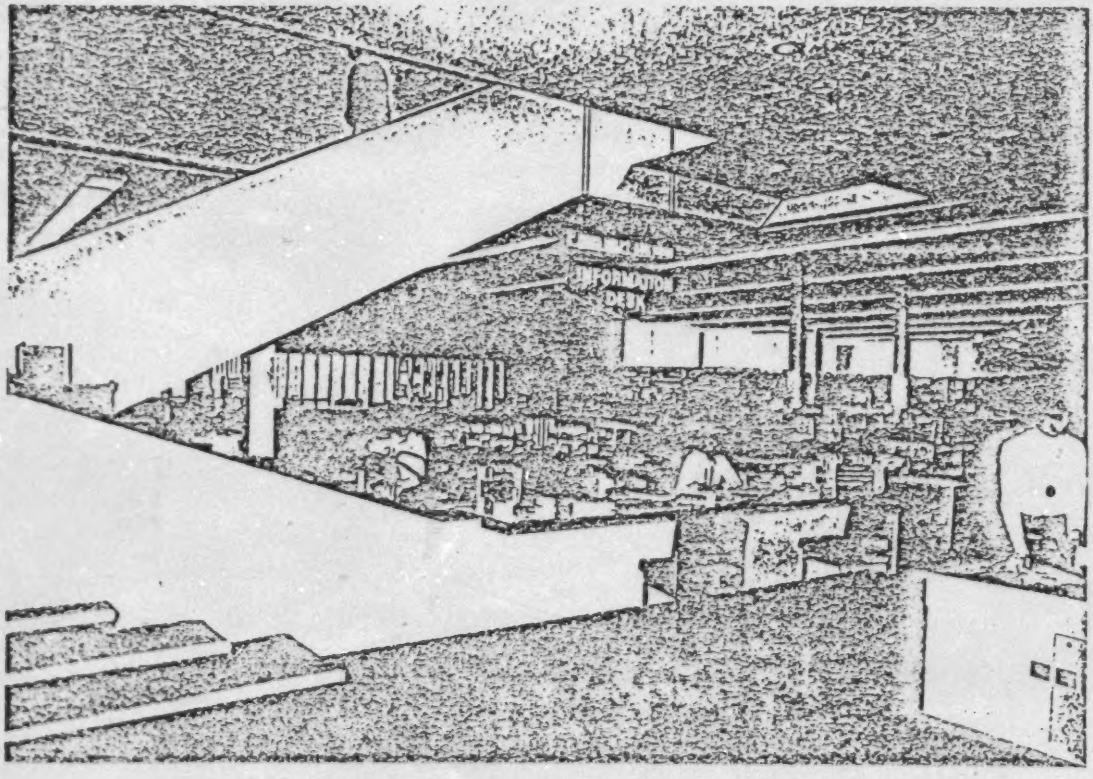
As you go downstairs, the Circulation and Reserve Desk is directly in front of you. There is a small collection of books and periodicals placed on reserve by faculty request. The loan period for these reserve materials is restricted and borrower identification is required.

Before the exit turnstile is the Charge-out Station. You will be asked to charge out all library materials (except Reserves) here. Anyone may borrow materials from the Crumb Library; use your I.D. card, or sign your name and full address.

CURRENT PERIODICALS

Through the exit turnstile, turn right in front of the wall exhibit cases to find the entrance to the Current Periodical Room. Unbound issues of periodicals are shelved here in call number order. On the stand, near the entrance, is another copy of the alphabetical Periodicals List. The Periodical librarians and clerks working in this room will be glad to assist you. Charge out unbound periodicals at the Charge-out Station.

FAREWELL AND COME AGAIN



INFORMATION DESK

The Frederick W. Crumb Memorial Library (named after the late president of the college 1946-1967) is the main library serving the campus. Special libraries separately housed are the Crane Music Library and the Research and Demonstration Center Library. The Crumb Library building, opened in May 1967, was built at a cost of over two million dollars. It has about 1½ acres of floor space and seating facilities for 800 users including many individual study carrels and 48 enclosed carrels for faculty and graduate researchers. The college library has a staff of 18 librarians and 21 clerks, and employs many students part-time.

BORROWING PRIVILEGES

Books may be charged out for the full semester. If requested by another library user, books must be returned within 3 days. SUCP students and faculty may also borrow from the libraries of Clarkson College of Technology, St. Lawrence University, Canton Agricultural and Technical College and from the Potsdam Public Library. Potsdam is a member of the State University Open Access Program which permits a student, staff, or faculty member of any SUNY unit to borrow from any unit within the system.

LIBRARY OFFICES

Administration	268-2940,2943
Book Acquisitions	268-4992
Cataloging	268-4994
Circulation	268-2732
Curriculum Materials Library	268-2922
Government Documents	268-4995
Interlibrary Loan	268-3010
Periodicals	268-4993
Reference	268-4991
Crane Library	268-3019
Research & Demonstration Cen. Lib. ("Campus School Library")	268-2894

LIBRARY HOURS

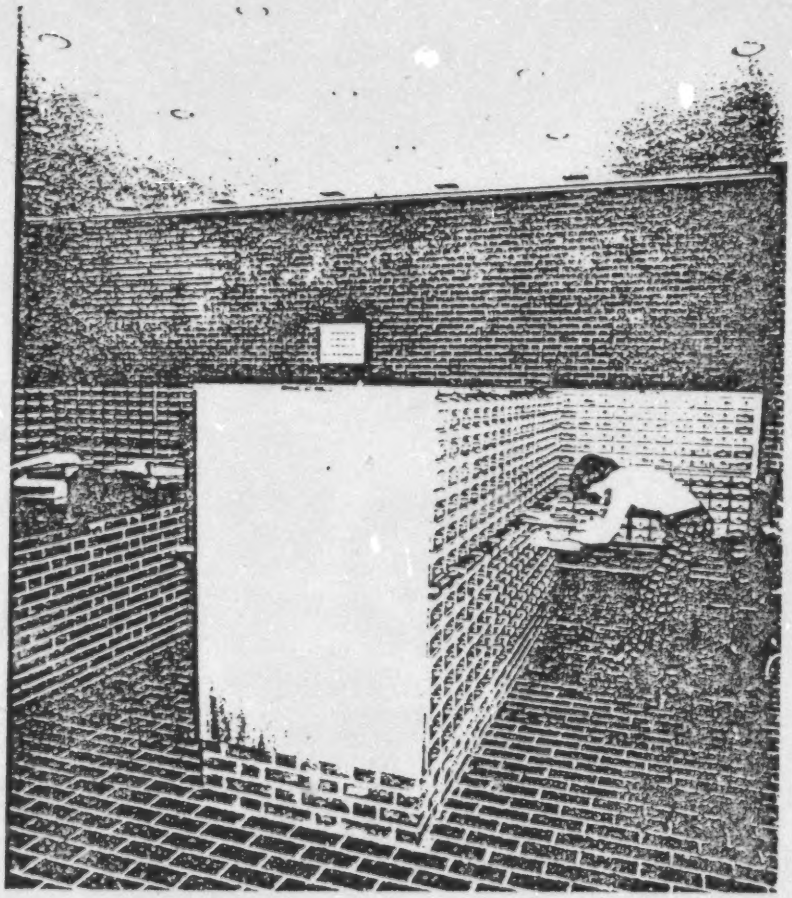
FALL & SPRING SEMESTERS

Monday - Friday	7:50 a.m.	11:00 p.m.
Saturday	10:00 a.m.	11:00 p.m.
Sunday	Noon	11:00 p.m.

SUMMER SESSION - HOURS AS POSTED

A REFERENCE LIBRARIAN IS PRESENT:

Monday - Friday	8:00 a.m.	9:45 p.m.
Saturday	10:00 a.m.	5:00 p.m.
Sunday	2:00 p.m.	9:45 p.m.



17

CARD CATALOG

Class or Individual Meetings with Librarians

Class meetings are often scheduled to acquaint students with resources and methods of searching for information about special topics in education (e.g., special education of early childhood education). As part of this module you may want to meet for a lecture/practice session with a librarian. A class meeting may already have been scheduled--check with your teacher or at the Information Desk. Any individual may also request a meeting with a librarian to discuss the resources on a particular subject - or to get a general tour of the library collections. Ask at the Information Desk for these services. If the following exercises look difficult such a meeting should be very helpful.

Reference Sources for Information in Education

There are reference books for many kinds of information. Generally speaking, these are the types of information that are found in reference books:

a) general reviews or summaries of a topic -- in general and specialized DICTIONARIES, ENCYCLOPEDIAS, and HANDBOOKS.

b) surveys of current research -- in YEARBOOKS, ANNUALS, HANDBOOKS, etc.

c) lists of books, articles, reports, etc. on a topic -- in BIBLIOGRAPHIES

d) definitions of terms -- in general and specialized DICTIONARIES

e) names and addresses of persons and institutions -- in DIRECTORIES and BIOGRAPHICAL SOURCES.

f) citations for periodical articles -- INDEXING AND ABSTRACTING SERVICES

g) facts, general information -- in ALMANACS, HANDBOOKS, MANUALS

h) statistics, tables of data, etc. -- in STATISTICAL SOURCES

i) current events -- INDEXES TO NEWSPAPERS

j) lists of media resources -- in CATALOGS and INDEXES to educational media and technology

Some reference books are very general in coverage, such as Encyclopedia Americana, Websters Dictionary, or Information Please Almanac. Others cover only a certain field, such as Encyclopedia of Popular Music, Dictionary of Literary Terms, or Congressional Quarterly Almanac. For education, specialized reference books exist that provide all the kinds of information listed above.

There are guides to the specialized reference books in each major discipline. Some of the guides of particular use for education are: White, Sources of information in the social sciences Ref Z7161.W49 1973, Manheim, Sources in educational research Ref Z5811.M25, Files. A Guide to educational resources 1975-76 Ref LB1028.F54 1975, and Berry. Bibliographic guide to educational research. Ref Z5811.B39. Guides have been written for many subjects by our own librarians. These are filed by subject in a notebook located near the card catalog, and are usually available on request at the Information Desk. The guide in this notebook for education is called A Guide to library use and library resources in education.

Also, see a display unit in the Curriculum Materials Center containing guidesheets to various aspects of library research about teaching.

Using a guide to library resources in education or a subdivision of education, find a specialized education reference book of each of the following types - or for as many of them as you can. List below the title and the call number in this library for each.

An Encyclopedia: Title:_____

Call no.:_____

A Dictionary: Title:_____

Call no.:_____

A Yearbook or Handbook: Title:_____

Call no.:_____

A Bibliography: Title:_____

Call no.:_____

A Directory or Biographical Source: Title:_____

Call no.:_____

An Indexing or Abstracting service: Title:_____

Call no.:_____

A Statistical source: Title:_____

Call no.:_____

For more information on the reference collection, see "Library Leaflet No.3" -- available at the Information Desk.

Guides to other subject areas can sometimes be located by looking in the card catalog under the subject qualified by the term "--Dictionary" or "--Bibliography". For example, under "Psychology--Bibliography" is found A Guide to library research in psychology. The notebook of library guides prepared by our own staff, mentioned above, also contains guides to most subject areas.

Searching in the Card Catalog

Books, studies, reports, etc. are located by searching in the card catalog of the library. Each item is listed there under its title, subject(s), and author (when there is one). Names of asscciations or government bodies often serve as authors. The most difficult search is by subject. Two large red volumes called Library of Congress Subject Headings list the subject headings used in the card catalog. They also list cross references from subjects not used (those followed by "See" references, and those listed after "x") to ones that are, and identify subjects that are related to each other (listed after "sa" and "xx"). It is always best to check in these red books before beginning a search by subject.

1. Choose a topic for a search by subject in the card catalog._____

   _____

2. Find several subject headings used for this topic. Find the most specific one that covers your topic and some more general ones that may also include material on it.

   _____, _____, _____

3. Searching under one of these subjects, list below the information obtainable from the catalog card of one book. For help in reading the information on a catalog card, see "Library Leaflet No.1" - available at the Information Desk.

   subject you are searching_____

   author_____ title_____

   call no._____ publisher_____ date of publ._____

   No. of pages_____ contains a bibliography? yes/no. Subject heading(s) assigned to this book 1._____ 2._____ 3._____

   If the subject headings assigned to this book include others besides those you listed in No.2 above, you can use them to expand your search for similar materials.

   Most of the materials you find in the card catalog are books located on the second floor. However, you will also find reference books, filmstrips, juvenile books and some microfilmed books listed there, which are located in areas on the first floor.

Indexing and Abstracting Services for Periodical Literature

This is an exercise to acquaint you with the general procedures for locating periodical literature ir the library. Although some periodicals publish indexes to their own contents, the best way to find articles on a topic is through indexing and abstracting services that cover many periodicals. There are about 150 different services covering different groups of periodicals and organized in slightly different ways. They are located in the reference collection of the library. You will select one that covers the periodicals of most relevance to your interests. The one that you select will be either of two basic types: an indexing or an abstracting service. Indexes lead you from your subject or author directly to the citation for an article. The Abstracting services lead, first, to a short summary or abstract where you will then find the complete citation for the article. A complete citation for an article usually consists of these parts: author, title of article, title of journal, volume, pages, date. Note: some services include books as well as periodical articles -- you will need to watch for this. For education, the principle index is Education Index. (index table 9) Some important abstracting services are Child Development Abstracts and Bibliography, Sociology of Education Abstracts (both on index table 9), and Psychological Abstracts (index table 2) Each of these services covers a selection of journals relevant to their special subject interest. A list of journals covered is usually provided. In addition, there is Current Index to Journals in Education which is essentially an index but does contain very brief summaries in accompanying volumes.

Work through the following steps to complete a single search in a periodical index or abstract. For further information about finding periodicals -- see "Library Leaflet Number 11" at the Information Desk.

1.) Select a subject for a periodical literature search_____

2.) Choose an index or abstract that covers the journal literature of this topic._____

3.) Examine the subject index covering some recent time period and note some of the subjects that may deal with your topic._____

4a.) If you are using an indexing service: give the citation for an article found under one of these subjects. Subject_____

author_____title of article_____

journal_____vol. and issues_____

pages_____date_____

4b.) If you are using an abstracting service: look under the subjects that interest you and note down some abstract numbers that may lead to articles on your topic.

_____, _____, _____

Look up these numbers and read the abstracts. Give the citation for one of the articles.

author_____title of article_____

journal_____vol. and issues_____

pages_____date_____

5.) Check this citation in one of the computer generated lists of this library's periodical holdings. These lists are located on the Information Desk. Very briefly, an issue of a journal that the library does receive may be found in four places:

a) "Bound vols" - upstairs at the call number for the journal

b) "Microfilm vols" - in drawers behind the Information Desk - by call number

c) "Unbound issues received" - all issues newer than the last bound vol. or Microfilm vol. are in the Current Periodical room - by call number

d) "Unbound issues at reserve desk" - For the several dozen journals where this statemer appears the recent issues are kept at the reserve desk instead of in the Current Periodical room.

The article you are checking is:

_____not in the library
_____in the library. If so:
Call number_____

_____in the stacks upstairs
_____in the microfilm cabinets
_____in the periodical room
_____at the reserve desk

(Note: some issues are available both on microfilm and in bound volumes)

Searching the ERIC Document Collection

To get a working knowledge of the ERIC document system, do a search following the steps outlined below. Resources in Education is located on Table 9 in the reference area

1. Select a subject for searching in Resources in Education (RIE)._____
2. Check the Thesaurus of ERIC Descriptors (located near RIE) for the terms used in RIE to describe your interest._____, _____, _____, _____
3. Examine an index volume or the index section of a monthly or semiannual volume of Resources in Education. Look up one or more of your subject terms.
4. List several ED numbers that appear interesting._____, _____, _____, _____
5. Look up these ED numbers in the abstract volume or section which corresponds to the index you have been using.
6. After reading the abstracts, put a check next to the ED numbers you listed that might be of further interest to you.
7. Indicate beside the ED numbers which documents are available in our microfiche collection (all documents which list an "EDRS Price MF..." are in our collection.) Later you can check in the library card catalog for documents that were not available on microfiche. They may be published books or reports. Note: many of the unavailable documents are dissertations and indicate this in the abstract. These will not generally be available in the library. You will have to order them yourself as indicated in the abstract.
8. Locate one of the documents that interests you and view it on a microfiche reader. (if you would like help with the microfiche viewer, ask at the Information Desk.)

Curriculum Materials Center

There are separate card catalogs for the materials found in the Curriculum Materials Center. Two types of materials make up most of the collection.

1. Teaching materials-- texts, workbooks, supplementary materials and often teacher's manuals or guides to accompany these items.
2. Curriculum guides-- syllabi, course outline, teaching plans or suggestions-- developed by state education departments (especially New York State) and by other educators.

All these materials relate to elementary and secondary school teaching only. They will be of use in developing a lesson or unit plan while student teaching, and also for becoming familiar with resources for student teaching.

Teaching Materials Collection

The catalog for these resources is located in the Curriculum Materials Center. Guides to using the catalog are found there. Note: Materials are organized by subject and grade grouping.

Choose a school subject and find something to use in teaching it.

subject_____

Call # of the item _____ title _____

Curriculum Guides

A seperate catalog exists for this collection also. Find a curriculum guide for the subject you selected above:

Call # _____ title _____

There are several other kinds of material located in the Curriculum Materials Center. There is a Juvenile book collection and a filmstrip collection. These materials are listed in the main library card catalog. A vertical file of pamphlets and pictures, a file of publisher's catalogs and a test file are also found in the Curriculum Materials Center. See Library Leaflet 7" for more information and a map of the Center.

Bibliographies

Finding a bibliography on a topic is an important early step in researching. Guides to library resources (See Sec. 5b.1) usually note important bibliographies. Books and journal articles will often contain bibliographies. To locate bibliographies in books, search in the card catalog under your subject headings. Near the center of the catalog card, there is a note if a bibliography is to be found in the book. The note may say "Bibliography p.--", or "Contains bibliographical references", etc.

Besides bibliographies as parts of books, you may find entire books that are bibliographies. These are usually reference books and are generally found in the card catalog under the subject subdivided by the term "Bibliography". For example, "Child study--Bibliography" or "Open plan schools--Bibliography".

A service called Bibliographic Index (table 8) lists by subject bibliographies that have appeared in some books. It is not comprehensive, but can be very helpful.

Bibliographies that appear in journals are harder to find but may be located using the abstracting or indexing services for the subject area. Especially useful are articles that suggest they are research reviews or literature reviews. Some journals, such as the Review of Educational Research, are devoted mainly to these kinds of articles.

There are frequently bibliographies in the ERIC collection. Search in the indexes to this collection under your subject. (See Sec. 5b.4 for use of the ERIC system).

Locate bibliographies on a topic through two of the five methods just mentioned, namely

a) using a guide to library resources
b) using the card catalog
c) using Bibliographic Index
d) using periodical indexing or abstracting services
e) using the ERIC system

Topic:_____

1. Title_____
   Author_____
   call number (if in our library)_____

2. Title_____
   Author_____
   call number (if in our library)_____

HOW TO IDENTIFY THE TYPE OF MATERIAL FROM THE BIBLIOGRAPHIC CITATION

Sometimes the beginning library user can be confused by the variety of kinds of documents that may be listed in a bibliography or as footnotes. Since one looks different places for differenty types of documents, it is important to be able to distinguish them. Here are some of the citations you may encounter and how to look for the documents in the library.

1. Havighurst, R. J. and Davis, A.A. A Comparison of the Chicago and Harvard studies of social class differences on child rearing. American Sociological Review, 1955, 20, 438-442.

   This is a periodical article. Check library periodical list for American Sociological Review. Article is in volume 20 (appeared in 1955) on pages 438-442.

2. Gordon, C.W. The Social system of the high school. Glencoe, Ill.: Free Press, 1966.

   A book. Check the card catalog under author or title. The Free Press is the publisher, Glencoe, Ill. the place of publication, and date of publication is 1950.

3. Bower, E. M. Primary prevention in a school setting. In G. Caplan (Ed.) Prevention of mental disorders in children. New York: Basic books, 1961. p.353-377.

   A chapter or section in a book. Check the card catalog under the author's name (Caplan) or under the title (Prevention of mental disorders in children).

4. Dubui, R. and Taveggia, T.C. The Teaching learning paradox: a comparative analysis of college teaching methods. Eugene, Ore.: Univ. of Oregon, Center for the Advanced Studies of Administration, 1968.

   This is a report, not commercially published. The library may have obtained a copy of the report; if so, it will be listed in the card catalog by author and title. Also, since ERIC is a collection of just these types of documents, that would be a likely place to look. In fact, this document is ED 026 966 in the ERIC system. One would check in either the author or the institution index of Resources in Education.

5. Gallagher, J.J. Research summary on gifted child education. Springfield, Ill.: Illinois Dept. of Program Planning for the Gifted, 1966. ED 026 753

   The ED number at the end indicates it is a document in the ERIC system.

6. Stickell, D. W. A critical review of the methodology and results of research comparing televised and face-to-face instruction (Doctoral dissertation, The Pennsylvania State University) Ann Arbor, Mich.: University Microfilms, 1963. No. 64-1419.

Ph. D. and Masters theses aren't usually available in libraries. Many, like this one, can be purchased from the company University Microfilms. Ask at the Information Desk for more on this.

7. U.S. Office of Education. Division of International Education. Bibliography: publications in comparative and international education. 1959.

This is a U.S. government publication. Check in the card catalog under the name of the governmental body responsible (U.S. Office of Educ. Division of International Educ.).

There are other citations more complicated than these which may still be mysteries. Check at the Information Desk for help with these.

Further Activities to improve your Library skills

For further instruction on the organization of information in education you may want to read the following materials.

READ

Doyle, James M. "Searching Education Literature-a brief guide" RQ Spring 1972, p.227-30.

Downs. How to do library research, (Ref Z1035.D63)--esp. chapters 2,3,& 5

Burke, Documentation in education, (Ref Z711.B93 1967) especially chapters 1,2,3,4,14,&15

Todd, Finding facts fast (Ref Z710.T6) - esp. pgs. 1-31.

Manheim, Sources in Education Research vol. 1. (Ref Z5811.M25)-esp. part 1.

There are "Library Leaflets" available at the Information Desk for each of the searching procedures listed below. These are informative and potentially selfinstructional There are leaflets for:

#1. Locating books
#2. Circulation desk and reserve desk
#3. The reference area
#4. ERIC reference tools
#5. Crane Music library
#6. Research strategies
#7. Curriculum Materials Center
#8. Biographical Information
#9. Finding Book Reviews
#10. Government Publications
#11. Periodical articles

VIEW

The sound-filmstrip show on the ERIC system entitled "ERIC: What it is-how to use it." (available at the Information Desk)

INFORMATION DESK

The librarians at the Information Desk can help you with specific problems, can arrange a meeting for general orientation to the library, and will meet with you to discuss particular research strategies. Any of these services can be obtained by asking at the Information Desk.

Basic Library Skills Test

Complete all parts of this exercise. Numbers in parentheses are references to activity sections of the module developing these skills.

1. Select a topic for a library search. State it in the form of a question(s).

   _____

2. Find several subject headings that are used in our card catalog for this topic. Also find more general headings that may include material on this topic. (Sec.5b.2)

   _____, _____, _____

   broader subjects _____, _____

3. Look under one of these subject terms in the card catalog. List below the following information about one book found there. (Sec. 5b.2)

   call no._____ author_____

   title_____

   publisher _____date of publication_____

   number of pages _____contains a bibliography? yes/no

   subject heading(s) assigned to this book 1._____

   2._____ 3._____

4. Using a guide to the literature try to locate a reference book (i.e. a dictionary, encyclopedia, handbook, etc.) that contains an overview or bibliography of your topic area. (Sec. 5b.1)

   title of guide you used_____

   call no. of reference book_____

   pages where your topic appears _____ _____

5. What indexing or abstracting service in this library gives good coverage of current periodical literature in your topic area? (Sec. 5b.3)

   location_____ title_____

6. Using this service, find one periodical article related to your topic. (Sec. 5b.3)

   subject term used in search _____author of article_____

   title_____periodical_____

vol._____,pages_____, date_____

7. Check the "Periodicals List" (on the Information Desk). Is your periodical listed? _____; if so, what is the call no.?_____. Do we have the issue you want?_____. This issue is: bound; on microfilm, in current periodicals room; at reserve desk (circle location(s) of the article you are checking). (Sec.5b.3)

8. Find a bibliography on your topic, or on a related topic that may contain relevant material. Give the citation for this bibliography. (Sec. 5c)_____

_____

_____

9. Using the indexes for the ERIC collection, find several subject headings that relate to your topic. (Sec. 5b.4) _____, _____

_____, _____

Locate three documents available on microfiche that deal with your topic.

ED_____. ED_____, ED_____

10. Listed below are citations for five different types of documents. Identify the type of document in each case and tell where and how you would look to see if the library has it. (Sec.5d)

a) Dreeben, R. On what is learned in school. Reading, Mass.: Addison-Wesley, 1968.

_____

_____

b) Ekstrom, R.B. Experimental studies of homogeneous groupings: A Critical review. School Review, 1968,69,216-226._____

_____

_____

c) Deutsch, M. The effects of cooperation and competition upon group process. In D. Cartwright and A. Zander (Eds.) Group dynamics: Research and theory. (2nd. ed.) Evanston, Ill.: Row, Peterson, 1960, pp.414-448._____

_____

_____

d) DeVries, D.L., Muse, D., and Wells, E.H. The effects on students of working in cooperative groups: An exploratory study. Report No. 120. Baltimore: Johns Hopkins University. Center for Social Organization of Schools, 1971.

e) Flanders, N.A. Teacher influence, pupil attitudes, and achievement. U.S. Office of Education, Cooperative Research Project No. 397. Minneapolis: University of Minnesota, 1960. ED 002 865.